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ABSTRACT

Intended for use in inservice workshops, the packet provides teachers with ideas, materials, activities, and resources for teaching spelling at the elementary grade level. Directions are given for using a diagnostic spelling test to pinpoint error patterns. Provided are an outline of spelling rules and of kinesthetic spelling techniques. Included are brief articles on individualized spelling, and teacher selected spelling activities such as having the pupils select their own words and various spelling games. (DB)

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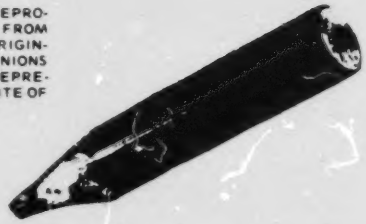

SPELLING

great IDEA stuff

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INFORMATION PACKET/SPELLING

INTRODUCTION

THE INFORMATION IN THIS PACKET IS DESIGNED TO BE USED AS THE BASIS FOR A BRIEF INSERVICE WORKSHOP TO PROVIDE TEACHERS WITH IDEAS, MATERIALS, ACTIVITIES AND RESOURCES FOR TEACHING SPELLING. IN ADDITION IT IS CONSTRUCTED IN SUCH A WAY THAT IT CAN BE USED BY AN INDIVIDUAL TEACHER WITHOUT PRIOR WORKSHOP TRAINING.

THE INFORMATION CONTAINED HEREIN HAS BEEN COLLECTED OVER A NUMBER OF YEARS FROM A VARIETY OF SOURCES: ARTICLES AND IDEAS SUBMITTED BY SPECIAL EDUCATORS WHICH THEY THEMSELVES ORIGINATED OR FOUND USEFUL.....CLIPPED FROM VARIOUS PUBLICATIONS, HANDOUTS FROM UNIVERSITY COURSES AND CONSULTANTS, ETC.

WE REGRET THAT, DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

*DIAGNOSTIC SPELLING

DIRECTIONS FOR DIAGNOSTIC SPELLING TEST:

Give list 1 to any pupil whose placement is second or third grade.

Give list 2 to any pupil whose placement is above third grade.

GRADE SCORING, LIST 1

Below 15 correct:	Below second grade
15-22 correct:	Second grade
23-29 correct:	Third grade

Any pupil who scores above 29 should be give the List 2 Test.

GRADE SCORING, LIST 2

Below 9 correct:	Below third grade
9-19 correct:	Third grade
20-25 correct:	Fourth grade
26-29 correct:	Fifth grade
Over 29 correct:	Sixth grade or better

Any pupil who scores below 9 should be give the List 1 Test.

ANALYSIS OF SPELLING ERRORS

Since many pupils memorize the sequence of letters in spelling words and do not apply phonetic and structural generalizations to spelling, no spelling test of this kind can ever be accurately diagnostic. However, some clues to the pupil's familiarity with these phonetic and structural generalizations can be observed by noting how he spells the common elements indicated on the last page.

*FROM: *Kottmeyer, W. Teacher's Guide for Remedial Reading.* St. Louis: McGraw-Hill, 1955.

DIAGNOSTIC SPELLING TEST
LIST 1

WORD ILLUSTRATIVE SENTENCE

1. not--He is not here.
2. but--Mary is here, but Joe is not.
3. get--Get the wagon, John.
4. sit--Sit down, please.
5. man--Father is a tall man.
6. boat--We sailed our boat on the lake.
7. train--Tom has a new toy train.
8. time--It is time to come home.
9. like--We like ice cream.
10. found--We found our lost ball.
11. down--Do not fall down.
12. soon--Our teacher will soon be here.
13. good--He is a good boy.
14. very--We are very glad to be here.
15. happy--Jane is a happy girl.
16. kept--We kept our shoes dry.
17. come--Come to our party.
18. what--What is your name?
19. those--Those are our toys.
20. show--Show us the way.
21. much--I feel much better.
22. sing--We will sing a new song.
23. will--Who will help us?
24. doll--Make a dress for the doll.
25. after--We play after school.
26. sister--My sister is older than I.
27. toy--I have a new toy train.
28. say--Say your name clearly.
29. little--Tom is a little boy.
30. one--I have only one book.
31. would--Would you come with us?
32. pretty--She is a pretty girl.

DIAGNOSTIC SPELLING TEST
LIST 2

WORD ILLUSTRATIVE SENTENCE

1. flowers--A rose is a flower.
2. mouth--Open your mouth.
3. shoot--Joe wants to shoot his gun.
4. stood--We stood under the roof.
5. while--We sang while we marched.
6. third--We are in the third grade.
7. each--Each child has a pencil.
8. class--Our class is reading.
9. jump--We like to jump rope.
10. jumps--Mary jumps rope.
11. jumped--We jumped rope yesterday.
12. jumping--The girls are jumping rope now.
13. hit--Hit the ball hard.
14. hitting--John is hitting the ball.
15. bite--Our dog does not bite.
16. biting--The dog is biting on the bone.
17. study--Study your lesson.
18. studies--He studies each day.
19. dark--The sky is dark and cloudy.
20. darker--This color is darker than that one.
21. darkest--This color is the darkest of the three.
22. afternoon--We may play this afternoon.
23. grandmother--Our grandmother will visit us.
24. can't--We can't go with you.
25. doesn't--Mary doesn't like to play.
26. night--We read to Mother last night.
27. brought--Joe brought his lunch to school.
28. apple--An apple fell from the tree.
29. again--We must come back again.
30. laugh--Do not laugh at other children.
31. because--We cannot play because of the rain.
32. through--We ran through the yard.

LIST 1

WORD	ELEMENT TESTED
1. not	
2. sit	
3. get	short vowels
4. but	
5. man	
6. boat	two vowels together
7. train	
8. time	vowel-consonant-e
9. like	
10. found	ow-ou spelling of
11. down	ou sound
12. soon	long and short oo
13. good	
14. very	final y as short i
15. happy	
16. kept	c and k spellings of
17. come	the k sound
18. what	wh, th, sh, ch and ng
19. those	spellings and ow
20. show	spelling of long o
21. much	
22. sing	
23. will	double final consonants
24. doll	
25. after	er spelling
26. sister	
27. toy	oy spelling of oi sound
28. say	ay spelling of long a sound
29. little	le ending
30. one	non-phonetic spellings
31. would	
32. pretty	

LIST 2

1. flower	ow-ou spelling of ou
2. mouth	sound, er ending, th spelling
3. shoot	long and short oo, sh
4. stood	spelling
5. while	wh spelling, vowel-consonant-e
6. third	th spelling, vowel before r
7. each	ch spelling, two vowels together
8. class	double final consonant c spelling of k sound
9. jump	addition of s, ed, ing;
10. jumps	j spelling of soft g
11. jumped	sound
12. jumping	
13. hit	double final consonant
14. hitting	before ing.
15. bite	dropping final e before
16. biting	ing
17. study	changing final y to i
18. studies	before ending
19. dark	er, est endings
20. darker	
21. darkest	
22. afternoon	compound words
23. grandmother	
24. can't	contractions
25. doesn't	
26. night	silent gh
27. brought	
28. apple	le ending
29. again	non-phonetic spellings
30. laugh	
31. because	
32. through	

SPELLING RULES

The spelling rules listed below have been shown to have few exceptions in application, and thus are of practical value.

1. Words ending in silent e usually drop the final e before the addition of suffixes beginning with a vowel, but they keep the final e before the addition of suffixes beginning with a consonant (make-making; time-timely).

2. Words ending in a consonant and y change the y to i before adding all suffixes except those beginning with i. The y is not changed to i in adding suffixes to words ending in a vowel and y, or when adding a suffix beginning with i (busy-busily; carry-carrying; stay-stayed; enjoy-enjoying).

3. Words of one syllable or words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant when adding a suffix beginning with a vowel (run-running; begin-beginning).

4. The letter q is always followed by u in common English words (quite; quart).

5. English words do not end with v (believe; give).

6. Proper nouns and most adjectives formed from proper nouns should always begin with capital letters (France; French).

In teaching these rules the following procedures should be utilized:

1. The teaching should be inductive; that is, the teacher should permit its development from the examination of words to which the rule applies.

2. Only one rule should be presented at a time.

3. Exceptions to rules should be shown to children.

4. Rules should be systematically reviewed and applied.

5. Emphasis should be upon the use of the rule rather than upon the memorizing of a verbal statement.

The brighter children, at all grade levels, learn to make generalizations rather easily, often withoud direction from the

teacher. The slow learning child, however, does not do this easily. For this child it is simply much easier to teach the spelling of each word separately than to try to teach enough examples of the application of a rule to give it meaning for him.

Harry A. Greene and Walter T. Petty, Developing Language Skills in the Elementary Schools, 4th edition.

SPELLING POWER

KINESTHETIC SPELLING TECHNIQUES

I. Pretest

A. Monday
1. Say the word.
2. Discuss the word.
3. Repeat the word.
4. Trace over it with finger two times.
5. Repeat each letter while tracing.
6. Say the word.
7. Repeat the sequence in the air.
8. Note: If the child can write the word correctly in the pretest, it is not necessary to work on that word.

B. Tuesday
1. Trace over each letter in sequence using heavy crayon.
2. Repeat each letter as it is traced.
3. Repeat the whole word.
4. Repeat the sequence - scrape nail or edge of finger over the crayoned letter.
5. Cut out the letters.
6. Assemble letter in correct order.
7. Teacher discusses unique characteristics of certain words.

C. Wednesday
1. Letters assembled into words.
2. Paste letters on paper in sequence.
3. Voice each letter as it is put together.
4. Give oral or written sentence using word in context.

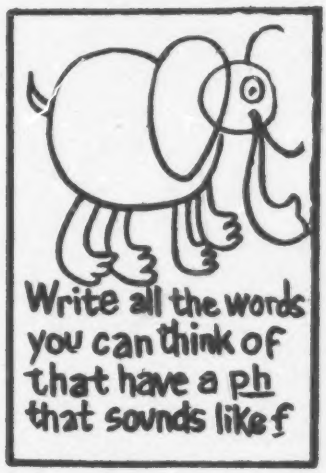
D. Thursday
1. Look at word - spell it.
2. Close eyes - spell word - open eyes.
3. Write the word - check for accuracy.
   a) If incorrect: finger erase word on chalkboard; repeat each letter in sequence.
   b) If need more help - form letter in clay.

II. Test

A. Friday
1. Words spelled correctly are written on file card and placed in alphabetical order in individual file box.

2. Incorrect words - child repeats procedures or uses plastic or magnetic letters that are color coded (red for consonants, blue for vowels) and sequences them.

III. Retest Friday afternoon or Monday.



SPELLING

Individualized spelling

Nancy Fieguth

"This spelling is fun!" "Isn't it time for spelling?" These are comments from my fourth graders about their first chance at individualized spelling and independent study.

I started the year by testing children with a standard list of 180 words, administered in groups of fifty or fewer. At the completion of all these tests, those children with more than fifty incorrect words are tested on a less advanced level; those with fewer than ten incorrect, at a more advanced level. Each child in the class is instructed to circle all of his incorrect words.

Then I duplicate basic lists for five different learning levels. Each is colored-coded so I can determine at a glance on which level a child is working at that particular moment. Every child receives two copies of his level list; one for his files and one for studying.

The class then proceeds according to the following instructions:

*1. Choose ten circled words from your list.

*2. Write each word in a sentence (not as the first word); then underline it in red pencil.

*3. Sentences must be legible; include correct punctuation, spelling, and grammar; and contain at least six words.

*4. Turn your paper over; then write another set of ten sentences using the same words.

*5. Now study your words. When you think you know them, find a classmate to test you on the first set. Have tester pronounce the underlined word, read the sentence, then pronounce the word again. Have him mark the number spelled correctly at the top of the page.

*6. Study any incorrect words again; then have another student retest you.

*7. When all words are spelled correctly, bring to me for approval.

*8. Run through steps five and six, but with your second set of sentences and a new tester.

*9. Select ten more words and run through the entire process once again.

At the completion of a test, I draw a line through each word the child has mastered, and date it. I also note this information in my record book. It helps to keep both the child and me aware of his progress and improvement.

My fourth graders are expected to complete ten words each week. Those who have not done so by Thursday are notified. On the other hand, many children master twenty or more words per week. And this is the essence of the program--to gear work to each child's capabilities and achievements. I extend this program one step further by devoting one spelling class a week to a skills lesson which stresses structural analysis of words, such as the rules involved in changing singular nouns to plurals.

My children are enthusiastic about our program because everyone of them can and does succeed. Their attitudes toward school have changed for the better and they can now organize their time and work in a self-directed manner. This technique worked for me--it can work for you too.

MRS. FIEGUTH is a fourth-grade supervising teacher, Lincoln Elementary School, Ashland, Oregon.

SPELLING IS DULL AND BORING?

Spelling shouldn't be a drag for your youngsters.

Here's how four teachers made it

an activity kids can get excited about.

Pupils select words

JOHN TURNER

After years of rumblings from good spellers and poor spellers alike, I resolved to shelve the orthodox spelling books and try a new method--one which would involve all of my youngsters.

Rather than compiling a weekly word list myself, I let the class assume that responsibility. Each week now, students suggest twenty-five new words. They volunteer these words every Monday morning using several different sources: misspelled words from their writings, words they encounter in independent reading, and words they use in daily conversations without being certain of their correct spellings. Some children compile their own lists during the week, from which they make suggestions on Monday.

At first I thought these words might be obscure or difficult. But that is never a problem. The only criterion for adding a word to the list is the frequency with which children will use the word in their writings. (Actually, this method is more fair than it sounds. Students realize that you as the teacher have a pretty good idea of their language capabilities at a particular learning level.) At the most, I reject two of the twenty-five suggestions in any one week. For instance, when a student suggests *pleurisy*, I reply that I have used the word so seldom in my lifetime that I don't consider it worth memorizing. Then I put it to the class, asking how many of them have ever had to write the word. Because they become very word conscious as they scout for new words, kids quickly develop a feeling for appropriate ones. And this process is what makes our word compilation work so successful: a mutual respect and a genuine willingness to consider all of the words suggested. With these two factors at work, even children who once considered themselves spelling failures make valuable contributions.

Once we agree on the twenty-five words, I duplicate the list for the week's study. On Monday afternoon youngsters take a pretest to determine which of the words they already know how to spell and which they don't. So their week's spelling study is clearly cut out for them by the number of words they miss. Pretests are corrected immediately, with each child correcting his own mistakes.

After studying at home and during spare moments in class, kids take a second test on Friday. The main goal? Improvement. Basically, improvement depends upon self-challenge. And each child keeps his own score card to provide such motivation. The only score against which he is competing is his own from Monday's test. We also have a scoreboard graph for the whole class, scaled only to ten. All that appears on the graph is a number bar for each student, signifying the difference between the number of words spelled correctly on Friday and the number spelled correctly on the pretest. Therefore, more advanced and poorer students alike can reach what we call the "up ten" mark each week. No one ever knows the exact score. A student with a perfect score and one who has improved by eleven words are both "up ten" on the graph.

Students inevitably begin to look at themselves more positively as they come to accept improvement as opposed to perfection as the most important goal, as they show substantial improvement every week, and as they realize the goal is an attainable one. Let your children select their own words for spelling improvement and watch them go "up ten"!

MR. TURNER is a sixth-grade teacher at the Willakenzie School in Eugene, Oregon.

EIGHT SPELLING GAMES

1. CHECKERS

This is a spelldown in which the student who spells a word correctly "jumps" two persons in the direction of the end of the line. When he reaches the end, he goes to his seat. The advantage of such procedure is that those who need practice remain while those who know the words have time for independent work. This may be called a "spell up" and the students move from the end of the line to the top when they drop from the line.

2. WHAT'S MY WORD

Each child has a different word. One stands in front of the group. Each student in turn may ask one question then spell aloud the word that he thinks is the word of the one in front. The questions may concern the meaning, the beginning sound, a rhyming word or the word root. The student who identifies the word takes the leader's position.

3. RING THE BELL

This is to get practice during those moments while waiting for the bell to ring at recess or noon. The teacher pronounces words while the group waits for the bell to ring. The one spelling at the time the bell rings "Rings the Bell." This is effective when misspelled words used during the day are listed on the board and used in the drill.

4. TRAVEL

"Ticket Salesmen" are appointed for various points such as "Airplane ride to New York," "Bus ride to Los Angeles," "Train ride to Chicago." Each has a group of words. Students, in turn, apply for tickets and are given them after spelling all the words on the salesman's list. A variation might be a County Fair or a Circus.

5. SPELL UP

This is the "old-fashioned" Spelling Bee with this exception- instead of the teams lining up, each team member remains seated until he misses a word, then he stands. When a player misses a word, one standing is given a chance to spell the word correctly. If he succeeds, he sits down.

6. ADD A WORD

Teams are chosen or those in a row act as a team. The first person on each team goes to the board and writes the first word to a sentence. He takes chalk to the second person who runs to the board and writes another word. This is continued until a sentence has been completed or time is called. Sentences are checked for spelling, punctuation and clarity.

7. NOVELTY SPELLING

Instead of calling words from a spelling list the teacher asks such questions as: "Spell a word that rhymes with joint." "Spell a word containing ph which sounds like f." "Spell cover with a prefix" (uncover or discover). "Spell tooth with a suffix."

8. THE NYM GAME

Teams are chosen, also a caller and a scorekeeper. Caller gives the first word and says whether it is a synonym, antonym or homonym. If the word is "red" the participants write the word and the homonym, which is "read." If he calls "synonym" and "Little" the children write the word and as many synonyms for "little" as possible. This game is fun to play when one of the "nym" groups is being introduced. Later in the year when the children can differentiate between the "nyms" all three can be used in the same grade.

★Below are groups of homonyms that might be used:

for, four	sent, cent, scent	way, weigh
to, too, two	by, buy	course, coarse
pail, pale	eight, ate	seen, scene
meat, meet	through, threw	bow, bough
road, rode	piece, peace	straight, strait
sun, son	pear, pare, pair	our, hour
sum, some	so, sew, sow	right, write
know, no	their, there	knew, new
would, wood	blew, blue	red, read
break, brake	whole, hole	steel, steal
him, hymn	great, grate	male, mail
led, lead	grown, groan	forth, fourth
heir, air, ere	stationary, stationery	council, counsel
patients, patience	principal, principal	session, cession

Spelling List Stories-A Better Way To Help Them Get It Right

BY AND LARGE, spelling isn't much fun for anyone. It's rote learning pure and simple. It calls for a lot of homework followed by a lot of inclass drill. There's nothing to discuss in spelling and no opportunity for the kind of positive teacher-pupil exchange that develops inquiring minds and critical intellects. Right?

Wrong. Spelling can be considerably more than ho-hum, practice, practice. It can be the introduction to a delightful exercise in writing creativity, the results of which, as shown by the writing sample on this month's cover, may amuse, surprise and enchant everyone involved. The key is your spelling list. The assignment is simple as pie.

Next spelling class, use the current spelling list as a springboard for a theme on any subject your students choose. The theme can be as long or as short as the students wish to make it. The only requirement is that they use every one of the spelling list words in what they write. Urge the children to be sure they get the new words right, but emphasize that you're just as interested in how they use their spelling words and the kind of story they develop from them. Underlining the spelling words is a help to you when it comes to correcting. But it isn't necessary.

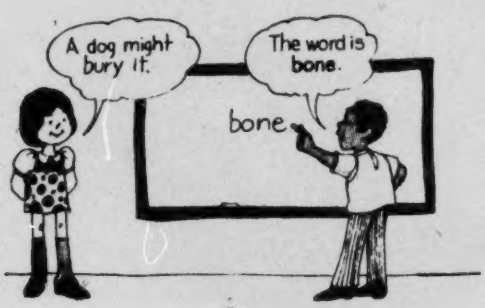
Words that are misspelled on the themes can always be returned to for individual drill. Meanwhile, you have in the children's stories a perfect opening for a discussion of written expression and an object lesson (which is probably unnecessary to point out) on the purpose behind the sometimes dreary business of learning to spell it right.

*The "IT" Spelling Game

A child is chosen to be "IT." He selects s word in his spelling book from the lesson that he is studying. "It" gives several rhyming, meaning, or descriptive clues as to what the word may be. The other children are to guess what word "It" is thinking of. When the word is guessed, the pupil who is recognized by "It" as first saying the word goes to the board and writes the word. If the word is written correctly, the writer becomes the new "It."

If after one minute no one guesses the word, then "It" chooses a new word and proceeds to give new clues. Limit the game to 10 minutes.

-from POWER TO SPELL,
1970-71 Edition



"it"

"Can we do spelling?" *

MISS GLACE, can we do spelling, please?" the students shouted as they raced back into the classroom from recess.

"But it's time for art."

"Aw, Miss Glace, we did art yesterday," one of the boys reminded her.

"And we had spelling yesterday," his teacher countered with a friendly smile.

"We never get to do what we want," pouted a girl. Classmates seemed to nod in unison.

Sound hard to believe? It did to me, but that was the scene when I walked in to observe Debbie Glace, one of my student teachers.

"I've been teaching twenty years, and I've never seen anything like it," Miss Glace's cooperating teacher, Mrs. Ida Frederick, confided as we stood at one side of the room.

What was Debbie's secret? This was what I observed. The class of thirty-five upper elementary students was divided into two teams, as if for a spelling bee. But this was a bee with a twist. Instead of the teacher's announcing the words for students to spell, a member of one team stood before the class and acted out a word, as is done in charades. The first person on the other team tried to guess the word. If he could do both, the team won a full point. This player then pantomimed another word for the opposing team to solve. Everyone was anxious to participate.

Poor spellers soon learned that they could help their team by at least guessing the word. A half point was better than nothing. But a day or so later, almost everyone could spell the words presented in charades.

Sometimes Miss Glace let the students play the game without teams. In that case, the entire class tried to guess the word and spell it together. As another variation, several students might act out one or more words. Regardless of the method, correct spelling was the final criterion of success.

Talking with Miss Glace later, we found that she had originally introduced the technique by thinking of comic word associations, and acting them out. The children were delighted when they could guess the answers, and they wanted a chance to do their own acting. To give purpose to the action, Miss Glace added the challenge of spelling.

The children also worked with cartoons. When a student had finished his seatwork, he could draw cartoons. They might have one panel or several, but all cartoons had to involve the words from the week's spelling list. Visual reinforcement came when the cartoons were tacked on the "working bulletin board" so that everyone saw the words many times when passing the interest center during the week.

JAMES E. MICHAELSON

SPELLING ACTIVITIES:

Spelling Cutouts

JOYCE ANN BLACKBURN is a teacher at Hope Elementary School, Hope, Indiana.

This exercise will help students develop not only an awareness of the constancy of a letter, whether it is in a one inch headline or a small cartoon, but also practice in spelling words.

MATERIALS FOR CONSTRUCTION EXERCISE

All of the materials needed for spelling cutouts are readily available to the teacher and to the students. These materials include plain or colored construction paper, old newspapers, magazines or catalogs, scissors, and paste.

HOW THE EXERCISE WORKS

The children should select spelling words from a story they have read in class or one which they have read on their own. After selecting the words, they should write them three times each on their own paper. When this task is completed, the children should look for their spelling words in the newspapers, magazines, and so on which are spread around the floor of the room. Finally, when the words are discovered, they should be cut out, pasted on construction paper, and perhaps put up to make a colorful bulletin board of words, words, and more words.

"Spelling Cutouts" comes from the USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth, 213 Erickson, Michigan State University, East Lansing, Michigan 48823.

a-z

DICTIONARY ACTIVITIES

Selected activities which teachers may wish to plan with and for their classes generally demand that each pupil have a copy of an appropriate dictionary. Less advantaged districts, however, sometimes distribute dictionaries on a one-to-three or one-to-four basis (meaning one dictionary per three or four pupils). Therefore, the sample activities briefly described below may be conducted either as whole-class or group assignments.

1. Drill:
   - -What letter comes right before "L"?
   - -On what page can you find a picture of a prehistoric animal?
   - -What is the second guide word on page 172?
   - -How many nouns can you find on page 212? (A small letter "n" will be printed after the word or at the end of the definition.)
   - -See if you can find the pictures of three musical instruments. List the name of the instrument and the number of the page on which you found its picture.
   - -How many pictures of birds can you find under the "K" section of the dictionary?

2. Examine the quarters of the dictionary and list which letters are located in each quarter.

3. Look up the following words and write "yes" after those which are hyphenated words and "no" after those that are not hyphenated: baseball, workman, tongue-tied, overcoat, and takeoff.

4. Find a homonym for each of the following: way, eye, be, our, and seen.

5. Decide which of the two spellings of the following pairs of words is the correct one: acqueduct/aqueduct, business/busness, calendar/calander and certainly/sertainly.

6. Substitute synonyms for five words in the following sentence: The lad with the pallid and morose countenance peered into the murky bayou.

7. Paraphrase sentences to accommodate general meanings of specific underlined words. (e.g., Tony looked <u>puzzled</u>. Tony looked as if he didn't understand.)

8. Practice opening the dictionary at a given letter without thumbing through the pages, on a timed basis.

9. Answer yes-no questions involving words that are not in the present vocabulary of the members. (e.g., Can Joan play a <u>duet</u> for the mothers' tea?)

10. Find many different meanings for such common words as safe, husband, or signal.

11. Determine the meaning of one prefix (e.g., sub) and then find "sub" words to fill the blanks in a list such as the following:

    a boat that travels under water sub_____
    an underground road sub_____

12. Supply one root word and then list other members of the same family (e.g., kind).

13. Determine root words used in modern advertising (e.g., Electrolux, and Aqua Velva).

14. Change phonetic spellings of certain words to regular spellings (e.g., fikst).

15. Make up a list of words in which:

    "ph" or "gh" sound like "f"
    "ch" or "ck" sound like hard "c"
    "x", "c", and "s" sound like "sh"

16. List the plurals of words like alumnus, basis, index, stratus, and bacillus.

17. Look up English words which have been adapted or borrowed from other languages, such as ski, coffee, kimono, sonata, and waltz. Then identify the language in which the word first appeared.

18. Tell whether each of the following is found in the air, on land, or in the water: sturgeon, tripod, coracle, and obelisk.

19. Write the words for which the following abbreviations stand: Rev., P.O., R.F.D., pp., dept., riv., A.M., ans., and inc.

20. Write the phrase or sentence from your dictionary that shows the correct use of the following words: urge, noble, mellow, rummage, and commerce.

21. Write the abbreviation for the word class of each of the following words: whereas, hereby, gratis, forever, martial, and confident.

22. Copy from your dictionary the following words, properly divided into syllables: dirigible, finale, ninety, and miraculous.

23. List the guide words connected with each word of the current social studies lesson.

24. Ectract root forms of ten words in the weekly spelling lesson.

25. Indicate the syllable with the primary stress in a list of ten familiar two-syllable words.

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